Circular No. 70
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ONTARIO
DEPARTMENT OF EDUCATION

MEMORANDUM

For Principals of Collegiate Institutes, High and Continuation Schools

— *RE* —

MIDDLE AND UPPER SCHOOL ENGLISH COMPOSITION

The following amendments have been made to the High School Courses of Study.

Section (4) of the outline of the course in Middle School English Composition, page 50, Courses of Study and Examinations of the High Schools, Collegiate Institutes and Continuation Schools, has been deleted, and the following substituted therefor:

(4) The question paper in English Composition will test the candidate's ability:

(*a*) to write a short essay from a carefully selected list of topics which should require not more than an hour or an hour and a half to write;

(*b*) to construct sentences and to use words correctly in one or more of the following ways:

(i) by explaining the meaning of phrases and longer statements in a given passage;

(ii) by correcting sentences that are faulty in grammar or syntax and by explaining the reasons for these corrections;

(iii) by defining words and by showing how to use them correctly in sentences;

(iv) by writing a short letter in correct form.

At least 60 per cent of the marks assigned to the whole question paper will be allotted to question 1 (the essay).

[TURN OVER]

Section 2 of the outline of the course in Upper School English Composition, page 69, Courses of Study and Examinations of the High Schools, Collegiate Institutes and Continuation Schools, has been deleted, and the following substituted therefor:

2. The question paper in English Composition will test the candidate's ability:

(*a*) to write a short essay from a carefully selected list of topics which should require not more than an hour or an hour and a half to write;

(*b*) (i) to reproduce in shorter form the substance of a given passage;

OR

(ii) to write a short appreciation of the merits of a given paragraph of good prose;

(*c*) to construct sentences and to use words correctly in one or more of the following ways:

(i) by explaining the meaning of phrases and longer statements in a given passage;

(ii) by correcting sentences that are faulty in grammar or syntax and by explaining the reasons for these corrections;

(iii) by defining words and by showing how to use them correctly in sentences.

At least 60 per cent of the marks assigned to the whole paper will be assigned to question 1 (the essay).

TORONTO, September 16th, 1935.